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ABSTRACT

The evolving profession of institutional research as it exists in 1985, historical antecedents, and ideas about possible futures are presented in two addresses, a panel discussion, and an awards program from the Association for Institutional Research's annual forum. In "Promoting Excellence: Pursuing the Challenge of Quality," Burton R. Clark outlines points about the American higher education system that strongly affect institutional behavior, and considers excellence in different types of colleges, as well as different emphases and values within higher education, and the question of whether excellence can be pursued in all of them simultaneously. Excellence for the system as a whole is also addressed, in view of decentralization and diversification, and the localization of the search for excellence. James A. Ogilvy's paper, "The Changing Environment: Challenges for Higher Education," considers the effects of new technologies on higher education, and specifically the metaphysics of information and the relationship between information technologies and values. The presidential panel presentation is entitled "Institutional Research in Transition: Proliferation or Professional Integration" and involves: Mary E. Corcoran, Richard B. Heydinger, Frank A. Schmidtlein, Bernard S. Sheehan, Marvin W. Peterson, and Cameron L. Fincher. (SW)

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THE ASSOCIATION FOR INSTITUTIONAL RESEARCH

GENERAL SESSION PRESENTATIONS

Promoting Excellence through Information and Technology

HE 019 304

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THE ASSOCIATION FOR INSTITUTIONAL RESEARCH

GENERAL SESSION PRESENTATIONS

Promoting Excellence through Information and Technology

25th ANNIVERSARY FORUM

Portland, Oregon April 28–May 1, 1985

Edited by Ann K. Dickey
Saginaw Valley State College
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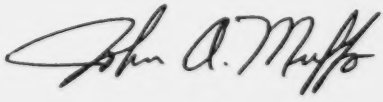
INTRODUCTION

The Silver Anniversary Forum of the Association for Institutional Research provided a rare opportunity to look back and to look forward at the same time. The honoring of First Forum Attendees, special displays of historical materials, and an insider's view of the first 25 years of the Forum provided valuable insights into the past 25 years of the profession. Possible futures were seen in general sessions and symposia regarding such techniques as environmental scanning and scenario building, and in the prognostications of the Presidential Panel. The link between the past and future, i.e. the present, was highlighted through the presentation of state-of-the-art tools such as decision support systems and by the keynote address concerning the notion of excellence in contemporary higher education.

The materials in this slim volume include addresses and symposia presented at general sessions of the 25th Annual AIR Forum held in May 1985 at Portland, Oregon. They provide a view of the evolving profession of institutional research as it exists in 1985, some references to historical antecedents, and some ideas about possible futures. It is hoped that this taste of the literature in the field of institutional research will cause readers to seek further nourishment from the same source.



JOHN A. MUFFO

FORUM CHAIR

PROMOTING EXCELLENCE: PURSUING THE CHALLENGE OF QUALITY (keynote address)

Burton R. Clark
Allen M. Cartter Professor of Higher Education
University of California-Los Angeles

(This is an edited transcript of an address presented in the State Ballroom of The Portland Hilton on Sunday evening, April 28, 1985.)

It is a great pleasure to help celebrate the 25th anniversary of the Association for Institutional Research. Any organization, like any couple these days, that manages to hold together for 25 years certainly deserves the heartiest of congratulations. In contrast to the Olympics, the game of organizational life does require us to get to the silver before we can go for the gold. I am sure that some people here today will look back in the year 2010 -- another 25 years from now -- on these silver if not golden days of 1985.

My task is to speak about excellence, quality and all of those other good things that we talk about which seem to connote and denote effectiveness or competence in the many, many things we ask universities and colleges to do. Of course, all of this is very complicated; and we can bet that by the time AIR celebrates its 50th anniversary, these matters will be many times more complicated than they are now. It is clear that complexity is our lot, that ambiguity is our fate, and that coping with uncertainty is our assignment.

Unfortunately, all of the rhetoric about promoting excellence and pursuing quality that we are exposed to these days doesn't help us very much. The discussion was ruined long ago by the cliches and cant of what I call "commencement babble" -- the rhetoric that we use on that rainy day in June when we try to graduate some seniors and turn them into misty-eyed, grateful alumni who send back checks year after year.

At times, the commencement babble has been improved upon by what we might call "national spokesman babble" or even "national commission babble"; but there are other times when we definitely go backwards at the national level. Perhaps recently we have been sliding backwards a little bit in the level of our rhetoric and we are glad to go on that humid day in June to listen to the senior class orator and to our own college president making the statements we expect on that kind of occasion.

The theme of this conference is not a simple one. How can one possibly speak clearly and broadly about excellence and quality in American higher education? So I wish you were here, instead of me, trying to do so in just 25 or 30 minutes.

For me, the only way to do it is to start with a few simple points about the American system of higher education at large, features that strongly affect institutional behavior. These features readily come to mind or make sense as soon as they are mentioned. I've been especially conscious of them since I've been doing cross-national research.

First, our system is unbelievably large -- we have a problem of scale in our national system. It really is an amazing thing that we should have some 12 million students that we count in postsecondary education. It is equally amazing that we should have an academic work force of people who claim they are professors of at least half a million, or perhaps 600,000 or 700,000 or 800,000, depending on where you stop counting. We also have something in the order of 3,000 to 3,200 or more accredited institutions, plus many thousands of others which are proprietary and unaccredited. With all of this running on a budget in the order of $100 billion a year, it is a system that can only be described as humongous!

A second feature of our system, in comparison with anything else in the world, is radical decentralization. We take public authority and break it up into 50 parts in the hands of 50 states. When we add the Federal government, we have 51 public authorities, which is a much more radical division of public authority than anywhere else in the world. On top of that, we have 1,500 private institutions that largely go out on their own under their own boards of trustees. It is a radically decentralized system with what I call a "private kicker" attached to it, a system with much of the initiative coming from the private sector.

Third, as we all know, ours is an extremely diversified system of higher education. When we try to make up categories, as the Carnegie Commission did, we establish 10 or 20 categories and still find that we are not doing enough fine-tuning to sort out the Catholic colleges or the Lutheran colleges or the women's colleges or the historically Black colleges. To have some decent bookkeeping of our system we go on for 30, 40, 50, 60 or more categories, trying to explain the types of institutions we have in this country.

A fourth feature of our system is extreme specialization. Nowhere else is disciplinary specialization so advanced as it is in this country. In one field after another, 50 percent of the research literature is written in this country. As Walter Metzger has pointed out, we started way back in the 19th century giving a great deal of dignity to subjects not accorded that dignity in other countries. There are practices of the military and we call that "Military Science." There are practices of the kitchen and the home that we originally called "Home Economics" and now call "Domestic Science." Even the practices of a funeral parlor become "Mortuary Science." We have been very open about dignifying subjects and bringing them into our family, so we have innumerable professional schools and semi-professional schools. If one cannot get in the front door, one sneaks in the back door of the evening division or the university extension.

Fifth, this is not a formal system. It is a kind of orderly, chaotic, decentralized, diversified system. It is a system that, in comparison with those of other countries, is characterized by great competition. I suppose Americans assume that every system has this kind of competition, but we are unique in the degree to which our institutions play one against the other and we are unique in the great initiative that we locate at the institutional level. Because we do have to compete and are so much on our own, ours is a system with many market-like features on top of the state planning features. In our national system, there is a great deal of indirect coordination by the consumer market, the labor market, the institutional market and the like. This is a high-choice system. There are high entry rates and there is an enormous amount of

transferring from one place to another. Much of this is unique or is qualitatively different from what happens in other countries.

In this type of system, how do we think about excellence or quality or competence? There are no simple answers that hold for all or many parts of the system. Therefore, the first weakness of nearly all the national reports is that they try to give us the all-inclusive answer, with the same recommendations for everyone. We saw this done at the high school level. Recently, we've seen it done in higher education reports, including some by new statesmen that we have in Washington. But all meaningful comments about our kind of system have to be differentiated by type of institution and often they have to be differentiated by type of discipline or subject matter. Clearly, a comment about excellence in the research universities is not a comment about excellence in the community colleges and vice versa. Comments about quality in the English department tells us nothing about quality in the clinical departments of the medical school. Surely we should know by now that a Dante scholar is not an anesthesiologist!

Second, excellence is always "Excellence for what, excellence in what?" We always have to be pluralistic about it. The different types of institutions clearly have different arrays of commitments, different sets of tasks, different combinations of values. Excellence in a research university means first of all excellence in research. The reward structure tells us so, and it has been there since the turn of the century. In this century of the research university, excellence also means excellence in professional training. The prominent place given to the medical school, the law school, the business school tells us so. Thus, in the trade-offs of the research university, liberal education for undergraduates is always running no better than a poor third. Inasmuch as this condition of trade-offs in research universities has been with us for half a century, with its initial dynamics established a whole century ago, you would think that by now all national spokesmen on reform and change would have grasped the point. We are simply talking pie in the sky, then, whenever we advocate excellence in undergraduate liberal education in the major universities without going on to specify substructures and new incentives that would serve as countervailing forces to the imperatives of research and professional training that drive this particular kind of institution. The research university is the type, I might point out, that is considered around the world to be the crowning glory of the American system.

In contrast, as we all know, excellence in the liberal arts college is another story. There, research is not primary and professional training is of minor importance or non-existent. This type of institution pays its dues in what it does for undergraduates and is granted or denied prestige accordingly.

Third, there are an increasing number of general values and specific values that we expect to implement in higher education that are inherently contradictory. We cannot expect to implement them all and to be excellent at all of them simultaneously. Hence we cope by first compromising the values, then by establishing different priorities for these values in different parts of the system, and then by trying to move forward a whole profile of values rather than pushing any single one.

For example, there are inherent contradictions between equity values and excellence values. The equity, or equality, values always push for open

access, parity of staffs and parity of institutions, for fair shares in the allocation of resources, and for little or no hierarchy, ranking or prestige among institutions. Excellence values, on the other hand, as interpreted by virtually all disciplinarians, ask for something quite different. They ask for selection, for hard judgments about mastery and competence, for concentration of resources in so-called centers of excellence. They ask then for differentials; they ask for rankings; they ask for hierarchies. The one set of values pushes against the other and different types of institutions strike different balances, thereby realizing different benefits and paying different costs.

Fourth, in the American system excellence is localized rather than nationalized. We work at it sector by sector and, most of all, institution by institution. Hence, institution-level research is potentially very relevant to the problems of excellence. Hence, the purposes of this association are potentially very relevant. Probably everyone here knows better than I that American universities and colleges are radically underinvested in R and D -- in research on themselves that could help their own development.

With so much decentralization, so much diversification in the system at large, and with the search for excellence so localized, is there anything that we can say about the system at large that adds or detracts from this search? Yes, I think there is. We can say that the system at large is a restless system, that it is a dynamic system in cross-national perspective. It has important self-renewing tendencies and some strong unplanned mechanisms for improvement. Two of these I want to mention are clearly apparent.

The first is the great leverage in our system that comes from competitive pursuit of status on the part of individuals and, particularly, on the part of institutions. Prestige is awarded on grounds of perceived quality. Institutions that want to be considered better have to struggle, one by one, to raise the quality of their faculty, their administration, their student body and their curriculum. We may not always like the grounds on which institutions climb the ladder of perceived quality -- we may not like the academic direction that is involved, as for example the conversion of state colleges on the state university model. Yet we have to admit that there is much ratcheting upward involved in this kind of system and that there is at work a mechanism of unplanned quality control when institutions perceived to be of lesser quality struggle to gain recognition as institutions of higher quality. In the market dynamics of American higher education, the good coin is not always driven out by the bad. The good coin has leverage.

This brings me directly to the second of those much overlooked virtues of institutional hierarchy. We Americans are determined to rank institutions league by league. Which is the best Lutheran college? Which is the best college in the Pacific Northwest, as well as in the system at large? In a non-controlled system, our kind of national system, institutional hierarchy turns out to be a very potent system--level mechanism in the search for excellence.

On this crucial point, we have a striking contrast in the United States between the postsecondary level and the secondary level of our education. The postsecondary level is hierarchical, it is competitive and it is dynamic. The secondary level is non-hierarchical, it is for the most part non-competitive, and it is not very dynamic. We have been finding

out painfully that it is very weak in self-enhancing mechanisms. Hence, a very important general direction of reform is to have upper secondary education gradually restructure itself so that quality has more powerful payoffs in the system. This means that a greater variety of public secondary schools with competitive payoffs that ratchet upward would pursue higher quality leading to higher prestige.

This is a perspective that grew out of my involvement in an international conference on the relationship between secondary education and higher education in December of 1983. Participants were trying to add something to the spate of books coming out in the United States at that time on the improvement of the high school. Out of that look at countries in Europe and Japan, using them as mirrors to our own structure, what struck me the most was the sort of flat, non-competitive character of our upper secondary level. In the elementary school and the lower secondary school, we may need the common education; but we carry that same common interest and common scoring all the way from kindergarten through grade 12. Other systems have not done this, and I think we are reaping some of the costs of that kind of approach, as well as having the benefits of it. (An article I wrote on this topic appears in the February and March 1985 issues of Phi Delta Kappa.)

We have had problems at the secondary level that we do not have in higher education. In higher education, we already know that the main coin of exchange is prestige. We already know about the great importance of distinctive institutional image; we work at this in one place after another. We already know about the crucial role played by organizational culture, by the symbolic side of organization that has hypnotized the literature on managerial advice in the last several years. I think it would be helpful to remind our colleagues in the management schools that our own literature in higher education began looking at student cultures decades ago. Ted Newcomb's studies came out in the late 1940s, but the work was done before that. We were working on faculty cultures and even administrative cultures by the 1960s and we in higher education were working on organizational cultures in their entirety by the early 1970s.

All of which leads me to a discussion of the direct bearing of all this on institutional research, on the applied academic research that attempts to speak truth to power, to try to whisper some good advice into the ears of the academic decision-makers.

First, the implications of what I have been saying up to this time might more directly relate to applied academic research. Everything I have said points to the simple fact that the campus is still the right place to be because that is where the initiative is located. The second best place is the next level up from the campus: the statewide headquarters of a set of campuses. The further one gets from the campus, the more the office of applied research becomes a center for educational statistics. This is not true in France, it is not true in Sweden, it is not true in Japan, it is not true in the United Kingdom. Definitely, in the United States we have a largely bottom-up system.

Third, it seems to me that a sophisticated office of institutional research thinks holistically about an institution. It thinks qualitatively as well as quantitatively. It thinks in terms of culture as well as in terms of administrative and social structure. It thinks in the languages of political science, sociology, anthropology, perhaps even

literature, as well as the languages of economics and business. It seeks to speak to academic senates and departments, centers of faculty power, as well as to the president or the chancellor. When all of this is done well, of course, the director of institutional research either gets tenure or gets a vice presidency -- though probably not both.

Fourth, the trickiest part, I assume, of academic institutional research is to help planners prepare for unplanned development. Complex systems have 101 or 1,001 different pressure points of creative initiative. Departments and professional schools are going concerns driven forward by the disciplines of the fields that they represent. Therefore, overall development of the campus is in large part a function of the smaller developments, the smaller drives at the operating level of the university or college. Creative planning is a matter of turning initiative loose at the lower levels. In a recent article, Marvin Peterson plucked a very telling observation from Alfred North Whitehead, who said in 1928 that "in universities, the heart of the matter is beyond all regulation." How much we professors like to say that kind of thing, looking at the whole picture from the bottom up!

Finally, speaking as an outsider, I do think that your association, AIR, overall is much on the right track. I noticed a week or so ago, reading the Association's Spring 1985 newsletter, that a policy statement prepared by the "Commission to Reassess the Purposes and Objectives of the Association" was approved unanimously in March by the Executive Committee. The report seems to me to state clearly that the Association should not seek a major role in national policy arenas, that it should not concentrate on playing the Washington game, a game played by those who have Potomac fever. Instead, the Association should tend to its own responsibilities to the improvement of institutional research and policy research.

I simply would say, "right on." The headlines are always made in Washington, but the important work is done at the institutional and state levels. Thus, institutional researchers are where the action is. They are on campus or they are only slightly removed from it; and they are poised, as greater sophistication develops, to make a difference. The academic profession is the key profession, for it trains all other professions as well as producing a prodigious amount of research. Thus the quality and performance of this profession is of growing importance for society. Institutional researchers are well positioned to help this key profession keep its bearings on what I like to call the factory floor of higher education.

So I end by saluting the Association for its 1985 reaffirmation that its first commitment is to the local role, the campus by campus role that institutional researchers can play. It seems to me an excellent point of departure for the next quarter of a century.

THE CHANGING ENVIRONMENT: CHALLENGES FOR HIGHER EDUCATION (general session address)

James A. Ogilvy
Director of Research, Values and Lifestyles Program
SRI International, Menlo Park

(This is an edited transcript of an address presented in the State Ballroom of The Portland Hilton on Tuesday morning, April 30, 1985.)

In the five or six years since I moved into the contract research setting, I have become increasingly aware of a gulf that has opened between the business concerns of our clients at SRI and the interests of the academic world from which I came. I have found it very gratifying, over the past several weeks, to try to integrate these cells that have been cloven by my shift in career. We need to integrate the research that interests the business world -- the research that a place like SRI conducts -- and the learning activities that students are undertaking in these decades. It is that remarriage after a divorce of some decades that is the focus of my attention this morning.

Another remarriage, as well as romance, that I would like to talk about is the peculiar kind of Romeo and Juliet story between technology and values. I speak of this as a Romeo and Juliet story because, like the Montagues and the Capulets, the proponents of high technology and the advocates of humanitarian values often have feuded. They have not seen eye to eye nor heart to heart. There has been a sense that the propagators of high technology (hard data, bytes and bits, punch cards) were the enemies of the humanities -- of the need to hold onto values of home, country, religion, people, and what people are about. There has been a sense that the researchers were in some ways stealing the human world from the rest of "just folks." What I want to present, as a way of looking at the influence of information technologies on the world in which we live, is a slightly different story that says there is a potential romance between information technologies and humanitarian values. These children of warring families can get back together and rejoin what C. P. Snow saw as a split between two different cultures.

Before telling this romance, I can quickly state a few things I am not going to talk about. I think we are, at this point, or should be, beyond the "gee whiz" age of "wow, what these technologies can do for us, how they can save time and shorten the work week." I will not talk about how institutional research can be enhanced by computers. That is something we should have been discussing five, 10 or 15 years ago. I will not be talking about the electronic cottage and how our personal lives will be changed by all of us staying home and working on our computers. I want to get away from intricate toys that have a Flash Gordon panache and could be very exciting and promise a very different workplace and lifestyle.

What I would rather do is talk about the effects of those new technologies and the effects of the effects of the effects -- the secondary and tertiary effects. That is the kind of work that futurists really need to be doing. There is a very subtle kind of interaction between

technologies and day-to-day life. In a sense, I want to go back to that deep, dark past of philosophy and metaphysics to talk about the metaphysics of information, about how different it is from the elements that our economy has been working with for a long time, and about the influence it will have on our economy and on our lives as workers and consumers.

With that preamble, I want to talk about information and the Romeo and Juliet relationship between information technologies and values. Let me give a short table of contents so you will know where I am as we move along. Basically, I want to talk about five sets of forces or trends in the external environment that come together in the pattern of romance. First, there is a globalization of everything -- production, trade, information, knowledge, cultures. This trend is greatly enhanced by the second: telecommunications. But telecommunications are just the tip of the iceberg of the third, new technologies in general. Those new technologies are, like telecommunications, heavily reliant on the microchip, the microprocessor, and enhanced information processing capabilities. Fourth and fifth, there are new markets and a new work force.

When we discuss the last two trends, we are talking about people. New markets are a function of what people want to do with their time. I am trying to look ahead to the world 10, 15 or 20 years from now, to the kind of workplace some of us and our children will have, and to the markets that we will be serving. Instead of just talking about the future of institutional research as having a few new toys and new machines, I want to move through these external features of globalization, new markets and a new workplace to the world for which you will be educating or training people in the institutions where you now work. It is a very different approach from simply looking at the technologies you will be using next week or next year.

First, let us consider globalization. Sales of American products have declined, and that fall-off of markets has affected our everyday lives. It is not just a matter of people in Detroit out of work because of Japanese cars. It is a matter of the kind of world in which you and I live and in which our children will grow up. Once upon a time I think we took for granted being surrounded by a familiar world. Most of the people we encountered were like us. They spoke the same language, they looked like us, and they had similar values and concerns. This situation has changed.

An important reason for the change is communications. Telecommunications are bringing many of us in physically-separated workplaces into daily contact. I am spending an increasing percentage of time either on the phone or dealing with telexes or on computer networks with people in England, the Netherlands, Australia, Japan. What is happening internationally with telecommunications is analogous to what happened in this country with the opening of the railroads, the superhighway system, and the jet plane.

Moving to the information economy and the information world that globalizes and brings us all together, I ask you to think through the following analogy. When Henry Ford invented the assembly line, he knew he was trying to make cars more quickly and trying to make transportation available to more people; but did he know he was creating suburbs? The invention of automobiles allowed the evolution of the suburb

because we were able to have, instead of a few rail lines to the suburbs, people coming in from all around the cities. The pattern of day-to-day life and the evolution of a whole new way of life -- American suburbia -- were direct results of the new technology.

The question I want to ask now is not, "How much faster will we be able to compute in 1990, or how much closer will Tokyo be?" -- but rather the same question with a slight twist to it. As the motor car was to suburbia, so information technology will be to x. What will "x" be? What will be the fundamental lifestyle change that gives you a new way of getting up in the morning and new things to do as you go through the day? Suburbia means that you spend half an hour morning and night commuting and you have grass in your front yard instead of a sidewalk or 40 acres of corn. This lifestyle was created by what might be called a massive technology. The motor car is not one more little device; it is a technology that effects many lifestyle changes. Information technology is going to do the same thing.

Today we see new information technologies coming along, and most of the thinking about them concentrates on how to use them to make industry more productive. Yet entirely new industries, new ways of working, and new ways of consuming may be direct results of these new technologies. Globalization is part of the change, and globalization is partly a cultural matter, a matter of values.

For example, you can turn on the TV and see "Shogun." That miniseries probably brought many people closer to Japanese culture than they had ever been. Not many of the children's books that they read had that kind of picture of Japan and its culture. During the Iranian hostage crisis, you would turn on the news at night and hear more about the difference between Sunni and Shiite Muslims than you ever expected to know. The sheer difference of cultures around the world is being brought home in a way that was not possible before the technologies of global communications were available.

A partial result, in a deep psychological way, is to make all of us outsiders. Many years ago we were all insiders. We were part of a family, a community, a business or trade -- the things around us were familiar. Now, as a result of communications technologies, we cannot help but be aware that we are outsiders to some very different ways of life. The globalization that produces a plurality of cultures is one piece of the puzzle in the external environment.

Another piece, the metaphysics of information, relates to new markets and new workers in very subtle ways. The information revolution is not just a new set of products or industrial "things" that have information written on them. It is not a computer in every pot. Information is not consumed as information; it is consumed more as experience.

Consider that wheat is wheat and steel is steel, wherever they are and whoever is looking at them. Information is metaphysically different. If I tell you the stock market closed yesterday at 1278.25 and then I repeat that the stock market closed yesterday at 1278.25, you don't want to hear it again! It is boring. The first time it is news; the second time it is redundant. Such is not the case with steel, wheat, automobiles or roses. These things do not change their identity as a function of who is receiving them or what the recipients do with them.

Information changes. It is a metaphysical wonder. It may or may not be information, depending on the condition of the receiver. The same is true of experience. To be sure, some kinds of experience -- the family, love -- can be repeated again and again; but most things are not experiences if we've already done them 50 times.

The success of the industrial revolution in the last hundred years was based on the manufacture of the same items at reduced costs derived from economies of scale and corporate hierarchies that imposed standardization. In the experience economy, more and more information workers are trying to come up with unique judgments every day rather than another widget just like the last one. Thus the essential function of institutions is changing at this basic, metaphysical level of producing difference instead of sameness.

Now I want to come back from abstraction to the concreteness of everyday life. This fundamental, metaphysical shift has serious implications for the structure of the institutions in which we work. It was Peter Drucker who made the argument, in The Concept of the Corporation, that the structure of the modern corporation (and I dare say the university) follows from its function -- form follows function. If the function is the mass production of identical, replaceable parts, the structure must be a hierarchy in order to bring about the necessary standardization.

In the case of information workers, the paradigm cases are radically different. If the judgments people make are the kind that can be standardized, then two, three or ten years from now there will be an expert system that can do it better than a person. What does that leave for us? It leaves those things that are not standardizable, where there are unique judgments to be made on new data, or experiences to be created for the benefit of an individual human being who has his own bizarre likes, dislikes, and needs.

We have seen the progressive centralization of institutions over many years and centuries from city states to nation states, entrepreneurs to corporations, personal authority to bureaucracy, small colleges to big universities. There has been a growth in the last several decades of hierarchies passing through a first watershed to a second watershed. The first is the growth that occurs when someone has something good, bottles it, sells it, and then does it bigger and better. But some of these hierarchies have been getting so large that they are leading to what city planners call the "central crater effect." A kind of central crater is seen in many of our big, older cities. Graphs of population density show that no one lives in the inner city.

This central crater effect is a metaphor for what also has happened with many large institutions and corporations. Because there is too much information, too many different things to know about, authority is deeded to middle managers -- to what J. K. Galbraith called, in The New Industrial State, the "technostructure." And that is where many of you live. Galbraith argued that people in the research technostructure have "epistemic authority." They have authority based on episteme -- on knowledge, data, information, research. That epistemic authority is very different from the old authority that derived from one's office, from being the boss.

Because it takes many people to know many different things, a large number of epistemic authorities are likely to develop under the same

roof. Conflicts of authority begin to occur, leading to a kind of paralysis and to a greater distance from the top to the bottom of the organization.

In the second watershed, when you are no longer achieving economies of scale, there appear to be two choices. One choice is anarchy, which seemed to be the alternative of the 60s and 70s. The other direction is heterarchy, which is a kind of interacting hierarchy within a larger structure. (Heterarchy is a term I borrowed from a neurophysiologist, Warren McCullough, who was doing work on the central nervous system.) According to the formal definition, a hierarchy exists if A is over B and B is over C and A is over C. In a heterarchy, A may be over B, B over C, and C over A. The game of paper, rock, and scissors is one example. Checks and balances in the U. S. government are another.

Heterarchy is a reality of our modern world in many different ways, and I want to argue that it is the natural organizational form for an information-producing economy. We are moving from hierarchies which impose sameness to heterarchies which elicit differences -- different judgments from the workers and different experiences from the consumers. According to the argument that form follows function, different functions of information production and experience consumption lead to flat organizations with more lateral connections and networks among the workers. As the automobile was to the suburbs, so is the information revolution to the workplace.

The information revolution leads to real lifestyle changes. Over the last seven years at SRI, we have been tracking shifts in values from the old reliance on achievement and acquisition of things to a greater concern with quality than quantity, with individuals instead of institutions. The uniqueness and diversity of individuals are valued more than collectivity and belonging. Experience has become more important than things. We have moved from a hierarchy of values where there was one set of principles from on high to a double hierarchy, which is another way of saying "heterarchy."

This romance of information and these new values and new information technologies are leading to a way of life that puts a premium on difference -- not on belonging, not on uniformity. A different experience for the consumer, a different judgment from the information worker -- this preoccupation with difference leads to new kinds of organizational structures. We are being exposed not only to differences around the globe -- whether it's the Japanese or the Iranians -- but also to a proliferation of lifestyles in the continental United States. Demographic categories alone -- age, income, education -- do not tell us who a person is; we need to know about his values and experiences. It is sometimes hard to appreciate how different the guy next door is, and this leads to some significant problems in communication.

When there are so many different approaches to life and interpretations of reality, will the interpretations converge? Will we all live in one experience industry? From what I have said about the metaphysical nature of information and experience, I would argue "no." Difference is the very source of experience and information. Even if we have the same data points -- and you all know how often data bases fail to converge -- people will interpret them differently. That is the world in which we will be living in the experience industry and the information age.

INSTITUTIONAL RESEARCH IN TRANSITION: PROLIFERATION OR PROFESSIONAL INTEGRATION
(AIR presidential panel presentation)

Mary E. Corcoran (moderator)
Professor of Higher Education and Educational Psychology
University of Minnesota

Richard B. Heydinger (presenter)
Senior Assistant to the President
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Frank A. Schmidtlein (presenter)
Assistant Professor of Higher Education
University of Maryland-College Park

Bernard S. Sheehan (presenter)
Professor, Faculty of Management
University of Calgary

Marvin W. Peterson (presenter)
AIR President and Director/Professor
Center for the Study of Higher Education
University of Michigan

Cameron L. Fincher (discussant)
Regents Professor/Director
Institute for Higher Education
University of Georgia

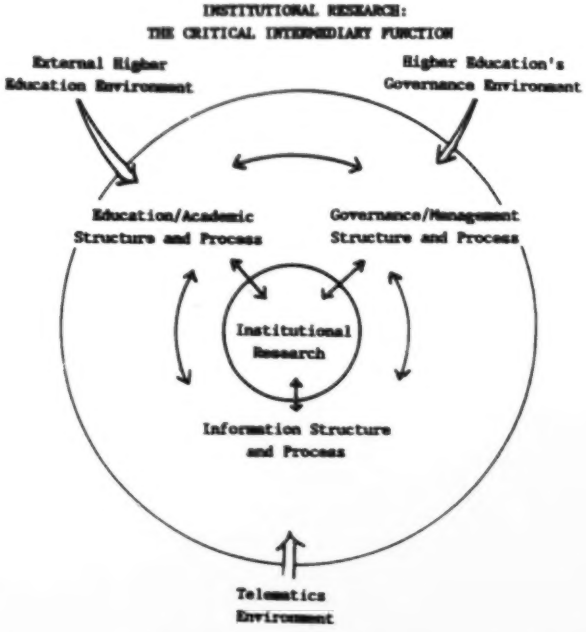
(This is an abridged version of the text of a panel discussion held in the State Ballroom of The Portland Hilton on Wednesday morning, May 1, 1985. An expanded treatment of the presenters' ideas appears in New Directions for Institutional Research Number 46, Jossey Bass, June 1985. The volume is entitled Institutional Research in Transition.)

INTRODUCTION. Mary Corcoran

The issue before this presidential panel is the future direction of institutional research -- institutional research as a field of practice, as a profession, and as an association of professionals. This 1985 Forum, marking the 25th anniversary of such meetings, is a timely occasion for its consideration.

This panel envisions institutional research as an "intermediary function" linking the educational, governance, and information functions of our higher education institutions, as shown in Figure 1.

Figure 1



An understanding of this educational enterprise -- its students, faculty, curricula, and programs has been fundamental to institutional research since its beginnings. In recent years, management and governance interests frequently have received more attention as institutional research focused its efforts on administrative decision support. Meanwhile, developments in information science have opened up a dramatic new set of possibilities for institutional research roles. The role of institutional research as intermediate between requests and sources of information, seen by many as a basic aspect of the field, is enlarged now by a much broader conception of intermediary function wherein the educational, governance, and information aspects of postsecondary institutions are brought into focus. How institutional researchers -- in their individual roles as practitioners and in their organized role as professionals -- respond to the challenges represented by these and other changing aspects of their working environment will shape the future of the field.

The panel will open with observations on the nature of the three environmental forces and their implications for institutional research. First, Richard Heydinger, who has long been active in AIR as a member of the Executive Committee and Chair of the Professional Development Services Board, analyzes the changing educational environment of

postsecondary systems and institutions, using environmental scanning and related planning tools.

Next, Frank Schmidtlein discusses, from a background of administrative experience and organizational research, some changing managerial and governance strategies which affect who makes decisions, by what process, and with what concerns for analysis and research.

Bernard Sheehan, the third panelist, draws on his institutional experience and his interest in management sciences as he examines new developments in information and telecommunications technology that are reshaping decision processes. He asks how these developments will change analytic roles and institutional processes for decision support.

Using the three previous presentations as background, AIR President Marvin Peterson speaks about current challenges to the field of institutional research and options for addressing them. As a leading institutional research scholar, a teacher of many outstanding institutional researchers, editor of the New Directions series, a long-time contributor to AIR as board member and officer, he brings to this task his keen analytic capacities and knowledge of higher educational institutions.

The final panelist, Cameron Fincher, known for his often pungent and always reflective "Between the Forums" columns, brought to the preparation of the New Directions monograph a penetrating understanding of the development of institutional research. He was asked to comment, criticize, suggest alternatives, raise questions and issues -- any or all of the above.

FOLDING EXTERNAL FACTORS INTO PLANNING. Richard B. Heydinger

Specifying the external forces which will influence the future of postsecondary education is certainly a risky business, particularly when it is compared to such tasks as tabulating student credit hours, calculating the cost of instruction, measuring student outcomes, or even tabulating faculty work-load data. Yet it is a risk we cannot avoid if we are to be effective institutional researchers in the years ahead.

One possible list of external factors affecting the future of postsecondary education is the following:

Demography
Attitudes toward Postsecondary Education
Values Youth Bring to Our Institutions
Concerns with the Cost of Postsecondary Education
Retraining Needs
Competition from Other Segments of Society
Computation, Communications, and Information Systems
Attractiveness of Faculty Careers
Interaction with Other Segments of Society
The Role of Government Regulation

Undoubtedly, the list would be somewhat different at each institution. Yet each of us must ask, "Are we currently monitoring external trends and events in a comprehensive and systematic manner?"

Let's take a closer look at two of the external factors on my list, briefly examining a few of the forces at work. If you feel comfortable discussing these trends, if when your president walks in you could give her an opinion about their effect on your institution, it is likely that your office of institutional research is doing a good job of scanning, even though it may be done informally or even unconsciously.

Demography. No external factor has received more attention, and rightfully so. It is critical that we understand trends in the population strata and region from which our institution draws. The national decline of 25 percent in the college-going cohort is fiction to most institutions. As Harold Hodgkinson notes, this national statistic is comprised of a 40 percent decline in the Northeast and no decline in the Sunbelt.

We are about to enter an unprecedented era in the history of the world. During our lifetime, the population of the United States will be older than it has been at any time in our history. Moreover, certain parts of the country will experience other significant demographic changes. For example, by the year 2010 the minority population of California -- primarily Hispanic -- will actually become the majority. Because we are about to experience a bulge in the Hispanic population, businessmen have increased expenditures for advertising aimed at Hispanics from $166 million in 1982 to a projected $300 million in 1985.

Attitudes toward Postsecondary Education. Although demography is the engine which drives enrollment, we could say that reactions to postsecondary education are the fuel which determines how rich or how lean the engine will operate.

The states of Colorado, Tennessee and Minnesota are considering proposals to permit students to enroll in the public high school of their choice; and a 1983 Gallup Poll showed that 51 percent of the population favored this type of voucher plan, up from 38 percent in 1971. If such plans are enacted, colleges and universities will face increasingly sophisticated consumers; students and their parents will be accustomed to making educational choices and will come "armed" with a set of detailed questions.

The changing job market is also likely to affect attitudes toward postsecondary education. In 1980, only one of the 15 job categories with the largest number of openings required a college degree. More than one in five college graduates is now holding a job for which a baccalaureate job is not necessary.

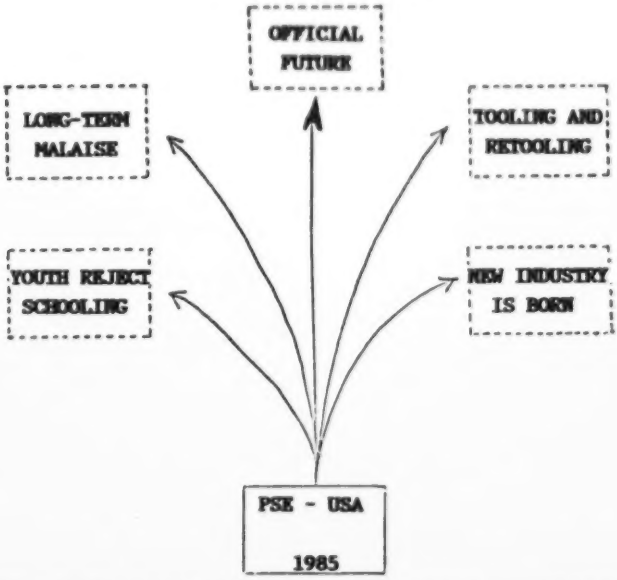
Although time does not permit a discussion of the remaining external factors during this brief presentation, I feel scanning, tracking and analyzing external factors such as these is just as important as analyzing internal operational data. A clear understanding of external factors can be used in a variety of ways in strategic planning.

One approach is to formulate a set of scenarios to describe possible "environments" which the institution will face in the years ahead. These can then be used in setting the context for departments and colleges as they formulate plans.

Figure 1, a diagram showing five possible scenarios, gives the reader the flavor of this approach. A brief summary of one of the scenarios appears below the diagram.

Figure 1

FIVE GLOBAL SCENARIOS FOR POSTSECONDARY EDUCATION IN THE UNITED STATES



YOUTH REJECT SCHOOLING: There is little motivation to enroll in postsecondary education because jobs requiring college degrees pay no more than 8-to-5 manual labor. Youth also are outspoken in their criticism of the poor pedagogical techniques used in formal schooling. Today's youth have been weaned on a steady diet of fast-paced information presented in short bursts. They are accustomed to instant feedback and have learned how to handle simultaneous inputs from a variety of stimuli. The format of a college course has changed little over the past century and seems archaic to today's high school graduate.

This scenario is set in the year 2000. It is not intended as a prediction, for undoubtedly the future will not be precisely as described here. Scenarios are presented as possibilities; their real "power" is to demonstrate that the future is fundamentally uncertain.

If we agree that environmental changes will become increasingly important in determining the future of postsecondary education, what does this imply for the profession of institutional research? As any profession matures, the set of requisite skills expands and specialties and sub-specialties are created within the discipline. Institutional

research is no exception. My argument is that it will be necessary for our offices not only to assess ex post facto changes in our process and output measures, but also to monitor the environment in anticipation of change.

The argument leads to a specific set of recommendations:

1. Monitoring the external environment in anticipation of change requires broad liberal arts skills building on the disciplines of anthropology, political science, public affairs, etc. The far-sighted office of institutional research will begin to augment its skill base from these disciplines.

2. IR directors must learn to live with the uncertainty in their analysis. Qualitative, not quantitative, presentations will be increasingly in demand. We must become more holistic in our thinking. Insight rather than methodology will be prized.

3. A modified set of presentation skills will be required. New technologies will demand presentations with high resolution graphics. As our work becomes more qualitative and oriented toward public policy, we shall have to look to the province of the humanist, the playwright, the novelist, and the essayist for ideas on effective presentations.

4. We must realize that the future is indeed uncertain. It is fundamentally "fuzzy," and we must resist the temptation to conduct one more study which we believe will unlock the cabinet containing the perfect prediction. Instead, we must be ready to embrace new strategies, much as a musician adapts playing techniques to the acoustics of a concert hall.

Some argue that the future of our institutions is precarious. If this is indeed the case, then obviously the future of institutional research is precarious. Those who anticipate change, respond to it, and take advantage of it will not just survive; they may well thrive.

CHANGING GOVERNANCE AND MANAGEMENT STRATEGIES. Frank A. Schmidtlein

Economic, demographic, political and social changes taking place in our country will affect the character and focus of higher education governance and management processes. Institutions will have to adapt to changing external conditions by developing technologies and new perspectives on governance and management. These adaptations will require that institutional research offices provide new kinds of information and place greater emphasis on policy research.

Effects of External Trends. The economic, demographic and political trends in our country seem certain to cause many institutions to retrench their operations. For some, their very survival will be at stake. The threat of retrenchment is likely to have several consequences for governance and management that will affect institutional research.

* Institutions increasingly will look beyond their borders for the causes of, and remedies for, their predicaments. The

current promotion of strategic planning and marketing are examples of this phenomenon. As a consequence, institutional research will be called upon, increasingly, to provide data and analyses on trends that pose the threat of retrenchment.

* Decisions on retrenchment are apt to be made centrally on campuses because of tight deadlines and a need for confidentiality. A considerable amount of data generated by institutional research will be needed to legitimate such decisions, given the lack of opportunities for normal participation and consultation.

* Retrenchment will heighten interest in the development function, particularly at public institutions. More data and analyses will be sought from institutional research to sell the need for private support.

* Retrenchment will continue to reduce demand for faculty and depress salary levels. This will lead to concern about maintaining faculty quality. Interest in research on faculty salaries and faculty characteristics will intensify.

* Public institutions will seek greater management flexibility to deal with retrenchment. The effect increasing flexibility will have on data demands is not clear. However, institutional research offices will undoubtedly be called upon to help justify the need for flexibility.

* Enrollment declines will lead institutions to seek bases for justifying budgets that do not depend on enrollment measures. Use of performance funding, a search for measures of quality to justify increases, and linking higher education to economic growth are emerging strategies. Institutional research will be called upon to support these efforts.

* Retrenchment will mean reduced funding for, or elimination of, vulnerable administrative activities. Institutional research will survive if it is viewed as a vital tool for making wise decisions. Both political support and a record of skill and productivity will be important.

* Financial aid constitutes a growing proportion of campus resources. Neither data systems nor analysis of the effects of student financial aid on enrollment and budgets has kept pace with its growing importance. Institutional research offices can play a major role in correcting this situation.

* Equity concerns and litigation seem certain to persist and will continue to demand substantial amounts of data collection and analysis. Institutional researchers' involvement in these areas is likely to continue to grow.

Effects of New Perspectives on Organizational Character. Considerable risk is entailed in predicting the course of organizational behavior theory and its consequences for practice. Nevertheless, there are several areas where commonly accepted notions are being challenged:

* Institutional research commonly places major emphasis on data

gathering and analysis as a background for intelligent decision making. Emerging theories place more emphasis on informal feedback from constituencies and note the limitations of data systems and formal analysis. A greater sensitivity to the various sources of intelligence utilized by institutions may help institutional researchers better assess the relevance of what they are doing.

* Economic standards of rationality frequently are emphasized in making decisions. However, political commodities, human qualities and skills, and information, as well as economic goods and services, are exchanged in the institutional "market place." Institutional researchers need to be sensitive to this full range of resources for assessing policy.

* Institutions frequently are assumed to have been created to attain goals. In some management literature, however, the notion of goals is dysfunctional. This literature notes the political process by which both means and ends are discovered, and the continual redefinition of ends. In addition, goals usually encompass only a small subset of the variables that must be balanced off at some future point. Too much attention to the subset is likely to result in suboptimizing. Institutional researchers should be aware of these views as they seek to understand policy formulation.

* Organizational issues frequently are termed "problems." These problems are assumed to have solutions which, once achieved, eliminate the difficulty. This mathematical analogy to problem solving does not apply to organizations. Issues in organizations most commonly reflect differing values. Some of these values prevail; others are subordinated to permit action. But the subordinated values do not disappear -- they continually reappear in new guises. The notion of problem-solving in its technical, mathematical sense can seriously interfere with an institutional researcher's understanding of institutional behavior.

* Political theories of organization suggest that the location of the institutional research function has implications for its influence. IR priorities will be affected by the interests of the host organization and by others' perception of the host's influence. A central location tends to focus attention on campus-wide interests, while a location farther down the hierarchy encourages attention to a sub-unit's concerns. Dispersal of the IR function provides easier access to its resources for lower level units but lessens its ability to respond to campus-wide issues.

These effects need consideration when one examines the organization of a campus. Of course, there are other factors which influence the organization of campuses, e. g. the skills of available administrators.

THE TELEMATICS REVOLUTION. Bernard S. Sheehan

The purpose of institutional research is to provide information to support decision making. The optimism in my remarks is based on the

belief that the new technology allows institutional researchers to build on their decision support experience to promote new decision support services as few other campus professionals can.

I would like to address the impact of changing communication and computing technologies on institutional research by asking three questions:

1. What is changing?
2. What does not seem to be changing?
3. What may be changing?

What is Changing?

Moore's Law. Institutional researchers are no strangers to anticipation of various societal trends. Enrollment projections are our best example. The thrust of Moore's Law of micro electronics is to remind us that fundamental to projecting the impact of information technology is some sense of the direction, magnitude and longevity of new waves of technologies. Without developing details, let me assert that Moore's Law shows that we have a situation characterized by past and current rapid advance and accelerated future advances. In other words, you ain't seen nothing yet.

The Stages Hypothesis. The problem of rapidly changing technology is not new to higher education. We have some experience, and there are management tools and techniques which we can bring to bear. The stages hypothesis is an example, and it says that information technologies pass through identifiable and hence manageable stages as they are successfully absorbed into an organization.

Telematics. The perception of information technology as computer hardware is common, yet it tends to mask information technology as communications. Communications is the significant use made of information technology by higher education. The rapid convergence of telecommunications, data processing, and office automation into a unitary technology -- and more importantly into a single cluster of concepts about the means by which information tasks are accomplished -- is a significant change that warrants the use of a new term, telematics.

What Does Not Seem to be Changing?

Institutional Culture. The essential values and traditions of individual institutions remain mostly constant. Thus, it seems reasonable to assume, for example, that no more or no less than in the immediate past, the job of institutional research will still be set by the personality of a strong campus leader.

Basics of Data Processing. What we understand as the essence of data processing does not change significantly in short periods of time. Thus, the institutional researcher using his or her own micro may not be able to avoid many of the traditional hardware, software and systems problems which still challenge data processing managers in computer centers.

Institutional Decision-Related Processes. Another invariant is the dependency of decision processes on human intervention. Personal computers permit decision makers to be better informed and equipped to

use information from a wide variety of sources, to communicate and test their own theories. However, the framework for this enhanced use of better information is still local decision processes, as from time to time determined by institutional culture.

What May Be Changing?

Structures. There is no experimental evidence which plots changes in institutional research organizational structures over the last two decades.

Greening of Institutional Research. While we have done many studies on the consequences of an "aging" professoriate, there are no corresponding data for institutional research.

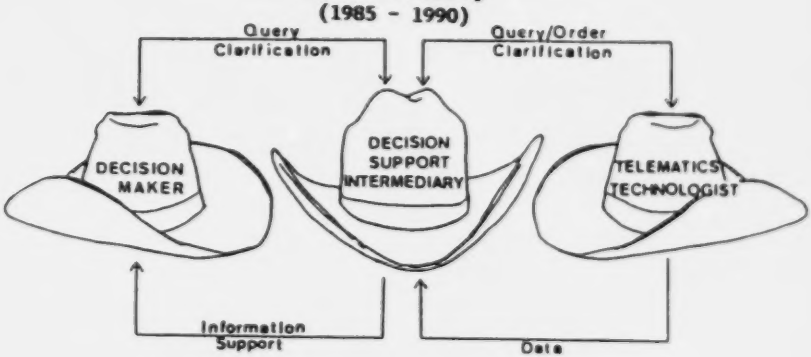
Telematics as an Institutional Research Specialty. The wide introduction of computer and communications applications across campus has created a need for decision support on telematics questions themselves. This may yield markets for traditional IR decision support services.

Some Alternative Futures

So that I can suggest a few conclusions, let me set out a description of institutional research which can be accepted as a starting point by most practitioners. It is a description is of the fundamental tasks or human processes associated with institutional research. The proposed framework, given in Figure 1, assumes that decision support is the essential rationale for IR. It associates three central roles: the decision maker, the decision support intermediary, and the expert at information, computing and communications technologies.

Figure 1

Three Hat Theory
(1985 - 1990)



This simple model was used in the Office of Institutional Research at The University of Calgary 15 years ago to help us clarify our role and relationship with the rest of the institution. (The symbol for the City of Calgary is the white cowboy hat.) Clearly, it is the role of the telematics technologist that is most significantly and directly impacted by changing information technology.

If the office of institutional research embraces organizationally, as it must functionally, the essence of the telematics technologist role, this may suggest an opportunity for institutional research units to fill the vacuum for information centers which exists on many campuses. The information center makes tools, advice and training available to those who wish to do their own information management. Its scope may include office automation, and it is seen by many as the most effective means of addressing end-user needs.

The concern that "information anarchy" will occur, as numerous campus decision makers exploit telematics, has led to the suggestion that a natural evolution of the current practice of institutional research would be toward a role in decision support management. It may well be that the path to institutional research prominence in decision support management will include apprenticeship as an information center.

A TRANSFORMATIONAL STRATEGY FOR DEVELOPMENT OF THE PROFESSION OF INSTITUTIONAL RESEARCH. Marvin W. Peterson

For two and a half decades, institutional research has been a growing, challenging, and varied field. Now the arena of practice is in a period of fragmentation. The profession is facing an identity crisis with great uncertainty about its future. Depending on the strategy we select, I contend, it may either become more fragmented and uncertain or move to a new level of development.

Evolutionary Overview: Practice and Profession

Before addressing the implications of the three previous presentations and a future strategy, it is useful to ask what we know about the development and current state of institutional research. Let me highlight just a few historical observations.

Historical Insights. The growth and development of the practice, the profession and the Association for Institutional Research are closely, almost symbiotically, intertwined. The practice, and in turn the professional needs of institutional researchers, have grown by responding to changing institutional needs. AIR has been responsive to its expanding membership, adopting as its primary function the timely professional development of its members. This is reflected in ever more comprehensive Forum programs, extensive membership-oriented publications, a diverse array of state, regional and special interest groups, and expanding professional development activities and services for members.

In the past 25 years, there has been a pattern of continuous change. Indeed, the history of institutional research may look like an endless treadmill with a constantly increasing angle -- more institutional challenges, problems, and demands for more data and studies, more new methods, and now more technology.

Although we continue many routine functions, the field has prospered because it has avoided the treadmill syndrome; it has been willing to attack new problems, develop new methods, utilize new technologies and strategies.

State of the Field as Profession. Given this retrospective assessment of the evolution of a needed institutional function, creative practitioners willing to attack new problems, a promising professional/technical field and an association that has been responsive to its members needs, we should be addressing the next decade with confidence. Yet, in this decade of the 1980s, there is a sense of increasing fragmentation in the practice of institutional research and uncertainty about the direction of the professional. The causes are only partially clear.

The ever-increasing diversity of problems to be addressed, conceptual perspectives, research methods, and organizational strategies is one pressure. Moreover, the advent of resource reductions has often drawn institutional research practitioners into more political and adversarial roles as different units prepare studies to advocate their own positions. Reductions have sometimes led to consolidation, name change, and even elimination of institutional research offices. The advent of microcomputers has dispersed information and the capacity to do studies. On many campuses, information system development, planning and policy analysis, or program review and evaluation offices are separate from institutional research. Within AIR, regionalism and special interests sometimes dominate.

This situation has renewed debates about how to deal with diversity, and it led to AIR's commission to assess its purposes and direction. Clearly, fragmentation and uncertainty about the practice and the profession are critical pressures as we face the future.

The New Environmental Challenges

It is against this backdrop that I want to examine my three colleagues' presentations. Their commonalities and contrasts have implications for the future development of institutional research.

The Contrasts. Their views of our future differ substantially. Heydinger portrays an educational environment in which fundamental shifts are occurring that may suggest extensive changes in the nature of higher education institutions. He underscores the importance of examining trends and alternative educational futures. Schmidtlein sees governance and management being reshaped by external trends and developments in microcomputer technology. However, he focuses on changes in our views of the nature of organizations and the issues attracting the attention of decision makers. He notes the growing importance of contextual factors in decision making, the greater reliance on informal and external data, the broader range of resources considered, and the limitations of rational "goals" and "problems" as the focus of decision analysis. Sheehan recognizes that information accessibility and the advent of the microcomputer have already dispersed the capacity to do institutional studies to many offices. He is primarily concerned, however, about implications of the convergence of computing and communications technology -- our telematics capacity.

The panelists also suggest quite different functions and roles for the practice of institutional research. For Heydinger, the primary emphasis is on the role of the futurist and planner who provides research and analysis that assists in formulating comprehensive institutional and educational strategy. For Schmidtlein, institutional research is more management oriented; in times of scarce resources, its focus should be better organizational integration. The primary role is that of policy

analyst, focusing on planning and policy issues, or management analyst, concerned with issues of institutional resources and performance. He notes that the location and coordination of institutional research under a chief executive officer is of critical importance. Sheehan suggests that his telematics perspective can create two new roles: that of a chief information officer who becomes the expert in handling technology, or that of decision support intermediary. The second role, which Sheehan stresses, involves coordination between decision makers and telematics technologists and requires expertise in the application of information and computer technology in research and analysis.

The contrasts for the "science" of the profession also vary considerably. Heydinger draws on organization-environment theories and stresses broad educational and societal perspectives. The methodologies are both quantitative and qualitative, involving interdisciplinary modes of research and use of external, non-higher education data bases. Schmidtlein's conceptual base rests in organizational behavior and management science. He advocates reliance on both quantitative and qualitative methods and use of comparative data to inform difficult choices when resources are constrained. He emphasizes concern with quality, costs and benefits, and providing extensive rationale for decisions. Sheehan's conceptual perspective derives from the information, communications and decision sciences. Although he places major emphasis on quantitative data and methods of analysis, he observes that techniques for handling qualitative measures are expanding.

With respect to the "art" of the profession, the three presentations discuss methodological sophistication at quite different levels of analysis and demonstrate different concerns about the source of standards for the profession. Heydinger's emphasis is on understanding education and society. Standards are based in values or ideas about possibilities and strategies rather than in day-to-day operations or managerial responsibilities. Schmidtlein's perspective requires professionals with a process orientation who have a comprehensive understanding of organizational dynamics. Sheehan seeks technical expertise and offers major potential for building information networks among institutional researchers.

The Commonalities. Clearly, the contrasts in the presentations do nothing to diminish concerns about fragmentation and uncertainty in the field; however, two common themes also emerge.

First, each perspective stresses the continuing importance of information, analysis and research for developing viable educational strategies in a changing environment, for sound management in periods of constraint, and for effective use of the changing telematics technology.

Second, each perspective recognizes the importance of relating theory, methods, and empirical approaches to institutional problems and tailoring them to the unique nature of postsecondary education.

A Transitional Strategy

What does all this suggest as a strategy for the future? Clearly, AIR, as the primary association, can continue to play its historic, member-oriented role: responding supportively and quickly to professional needs of practitioners as they cope with change.

The Association can help by:

1. Seeking new members who can fill new roles.
2. Expanding its programs and publications to incorporate new topics.
3. Designing professional development activities which assist current members in their efforts to meet new demands.

Clearly, the recent Commission to Reassess the Purposes and Objectives of AIR encouraged us to move in these directions, and we are doing so.

However, these efforts may not be sufficient to diminish our concerns about fragmentation and uncertainty. Therefore, I suggest a more proactive strategy, one that requires leadership in establishing a new level of identification with and development of our professional/technical specialty. While I do not propose how this can be done, my analysis suggests several agenda items that should be addressed.

Recognizing the New Reality. First, institutional researchers need to recognize the "new reality." The telematics revolution and other changes in the educational environment suggest that institutions of higher education -- not just the IR function -- could be very different in five to 10 years. Institutional researchers and other administrators need to consider this possibility and become serious students of the changing nature of their context. IR can and should take a leadership role in educating others in the institution about the implications of environmental change.

Understanding the Intermediary Role. Institutional researchers need to understand the critical role their function plays in linking the educational, governance or managerial, and information or telematics functions of their institutions. Our research and analysis function is continually shaped by all three. Our institutions as well as IR may become increasingly fragmented if we do not perform an intermediary role, but rather allow ourselves to be captured by one function. I fear that recently, swept up by problems of management and technology, we have given too little attention to educational issues.

The Need for a Common View of Practice. For a profession to develop, its members need to have a common understanding of their field of practice. The term "institutional research" sufficed during the 1970s, when practitioners on many campuses were identified with an Office of Institutional Research. Recently, growing numbers of members not affiliated with such offices, changes in name or location of offices, and addition of new functions have led to renewed debates about the term. Without treading the thin ice of proposing a new name, let me suggest it is appropriate to conceive of the field as encompassing an institutional process involving information collection or development (including technology), analysis or research, and utilization activities designed to improve some aspect of an institution of higher education. It would include information development and research designed to serve planning, policy development, resource allocation, and management or evaluation decisions in all functional areas.

The intent is to be inclusive of the continuing as well as the emerging functions of institutional research, of the varied organizational office arrangements, and of the diverse methods that are employed. The emphasis is on the process of institutional research, not on the

structure of the office. Such a definition is implicit in the report of AIR's "Commission on Purposes" and in our proposed subtitle: The Association for Academic and Management Research, Policy Analysis, Information and Planning.

Shifting Bases for Influence. On another practical note, there is a need to recognize that the basis for influencing decisions may also be changing. Institutional research is supported when it deals with critical issues, helps the institution function more effectively and is credible with key decision makers. In the 1960s and 1970s, a knowledge of and control over institutional data was often a major source of an institutional researcher's influence. The advent of information systems and microcomputers to some extent limits this source of influence. Influence based on expertise with complex research techniques, such as computer simulations and models, also has declined as new software designed for ease of use has been acquired by many administrators. However, interest in futures and environmental analysis, strategic planning or policy studies, knowledge of external data sources, and expertise in telematics technology all are new methodological sources of influence.

Substantive knowledge about higher education may also be turning into a critical source of influence. For example, executive officers considering an alternative educational delivery mode may be interested in knowing how effective it has been in attracting students or how it has affected learning. Answers to such questions may depend on knowledge of related higher education research. Thus, access to other research findings and knowledge about substantive issues may be as critical as current research design and methodological skills.

Identifying a Common Professional Theme. It is important that a developing profession have a unifying concern which goes beyond a common view of practice. Three dimensions of a common theme would appear to be:

1. A concern for improvement in institutional functioning. This broad concern would avoid the pitfall of narrow and divisive focus on improving budgeting or planning or technology, which may not always lead to improvement in the effectiveness of an institution's primary educational, research or service function. Before the first AIR Forum, A. J. Brumbaugh's paper called on us for "Research to Improve Higher Learning" -- something we often lose sight of.

2. A concern for relating theory to practice. Our three panelists demonstrated this concern in their presentations.

3. A concern for responsiveness. The history of institutional research suggests that a strength of the field is its capacity for attacking new problems, playing new roles and adopting appropriate new methods. Responsiveness is a characteristic of this developing profession that must be valued and retained. Perhaps it should be even more future oriented, looking outside for ideas.

Developing an Integrative Framework. Cameron Fincher has suggested a need for a unifying "nexus of ideas" for the field of institutional research. Paul Dressel's early book (Institutional Research in the

University, Jossey-Bass, 1971) comes to mind. Some key characteristics might include:

* Viewing colleges and universities as complex, human organizations.

* Viewing them as open systems, recognizing external influences.

* Paying attention to the distinctive characteristics of higher educational institutions, their primary functions, and how they operate.

* Focusing on understanding and informing the primary planning, management, resource allocation, and evaluation decisions.

* Linking resources to primary educational, scholarly, and service outputs.

* Including appropriate internal and external data and information.

Such a framework would of necessity be extensive and interdisciplinary, but should fit the arena of institutional research activity.

Assessing Useful Methodologies. The earlier discussion highlighted the extensive, changing array of inquiry methods used in this field. As Fincher notes, we use a variety of methods but seldom verify which ones are truly useful. To develop as a field, we need systematic attempts to review and assess the usefulness of new inquiry methods and techniques.

Defining the Knowledge Base. Fincher suggests institutional research has generated masses of data and studies, but we still know little about the appropriate substantive and methodological knowledge that might be useful. Before the field proliferates further, a synthesis could be useful -- particularly if it is associated with developing an integrative framework and assessing useful methods.

Increasing Sophistication. While conceptual and methodological sophistication varies in any profession, institutional researchers should probably focus on increasing our ability to relate theory to practice. Fincher has noted that many of our concepts and methods have greatly enhanced the capability to do useful research. Increasing our emphasis in this area may assist the development of the field.

Emerging Standards and Norms. Fincher has also suggested that standards and norms of good practice for the field are still "becoming." Although there are some proponents for setting professional standards, that seems unlikely to occur until later in the development of institutional research. However, a study of current patterns and sense of member views of good practice may suggest otherwise.

Expanding Information Sharing and Communication Links. The educational and governance environments the panel has discussed create a need for more external and comparative data, and for synthesis of research. The advent of telematics makes interinstitutional data sharing, identification of relevant studies, and assessment of useful methods more feasible. Developments in this area could assist practitioners in their

work and advance the profession.

Reestablishing an Old Dialogue. The distinction between institutional research which focused on applied findings in a particular setting and higher education research, which focused on more general patterns and on theoretical interests, has been dormant since the early AIR Forums. The two groups have gone their own way. Higher education researchers now primarily attend meetings of the Association for the Study of Higher Education or the American Educational Research Association's postsecondary division.

However, the two may again have reasons to renew their dialogue. IR's professional concern for establishing an integrative framework and investigating the usefulness of various modes of inquiry are agenda items that might appeal to higher education researchers. Further, our increasing sophistication about research methods, interest in relating theory to practice, and the need to understand changes in the environment are also topics of interest to higher educational researchers. Conversely, institutional researchers, who conduct comparative research for planning and evaluation, have an increasing need for substantive research findings. Thus they may have interests similar to their higher education counterparts. Dialogue could be mutually advantageous.

Balancing Professional Development and Development of the Profession

Addressing this professional agenda for the future would require a more proactive leadership strategy designed to transform the field in addition to being responsive to members. However, it would provide a more balanced concern for the development of the profession as well as the development of the members. It could strengthen our identity to ourselves and clarify our role to others as that "promising professional/technical specialty." It could limit the current tendency toward fragmentation and proliferation of the field. It may even help institutional research avoid what I have referred to as Peterson's organizational corollary to the Peter principle -- "an organizational activity which has risen to its level of incompetence." Finally, it may assure that institutional research remains a viable linking function contributing to the "improvement of higher learning" -- our first purpose.

THE 50TH ANNIVERSARY FORUM. Cameron Fincher

In the year 2010 the 50th Annual Forum of the Association for Institutional Research was held in San Francisco, New Orleans, Paris, and Rio de Janeiro. All sessions at the four locations were simultaneously transmitted by the Ted Turner/CBS/NBC/ABC Multi-Nim Satellite that was launched in 2001. Participants at the AIR Forum exercised their option of attending "live" sessions at their own location or telecommunicated sessions at the other three locations. Many participants, however, preferred to record with their multiplex micro/video-recorders the "live" sessions at their own locations while joining the telecommunicated sessions at other locations.

From Canada, Dr. Bernard S. Sheehan, professor emeritus of institutional analytics and interglobal telematics, was beamed holographically to all four forums to explain how advances in communication technology and computation had facilitated concurrent forums on three continents. Dr.

Sheehan's message was quite clear: information technology continued to affect in dramatic ways our capabilities for inquiry, analysis, and decision -- and the manner in which we conferred and developed professionally.

In the U. S., Dr. Richard Heydinger, president of the University of Minnesota and chair-elect of the U. S. Presidential Commission on Educational Futures, called for a more intelligent, better-informed appreciation of the environmental/contextual issues affecting institutions of higher education. Institutional researchers who would be effective in the future, he said, must develop broader skills and competencies than those they currently possess.

Dr. Frank Schmidtlein, former governor of Maryland, recalled the difficulties of governance and management in an earlier era. He suggested that higher education could never be "above politics" and advised his erstwhile colleagues to be more sensitive to the role that institutional data play in the formation of public policy. He remained convinced that institutional research, governance, and management were intricately linked.

Dr. Marvin Peterson, president emeritus of The University of Michigan, was well-received in his efforts to bring sequence and symmetry to 50 years of professional and associated development. He was confident, he stated, that institutional research -- like all good stories -- had a beginning, a middle, and an end. He still viewed his IR colleagues as "an adaptive breed" and called for proactive response to the challenges that lay ahead!

Moderating the august panel presentation was the permanent past president of AIR, Dr. Mary Corcoran of the University of Minnesota. The congenial-but-strict moderator was able to keep each panelist on schedule by threatening to accelerate electronically the transmission of presentations that lagged. It was better, she decided that panelists move like Charlie Chaplin and sound like Donald Duck than run over-time.

From his retirement home in Unadilla or Vidalia, GA -- he was not sure which! -- one former AIR member sent his warmest greetings. Despite the blissfulness of his senility, he said, he was still energetically applying technological innovations to institutional problems. Just recently, he added, he had mastered the art of making straight-line projections with graph paper, a thumb tack, and a piece of string!

The 50th Annual Forum of AIR was a galactic success. A special feature of the forum was a re-enactment of the historic symposium held at the 25th Anniversary Forum in The Portland Hilton on May 1, 1985.

AIR 25TH ANNIVERSARY
(awards luncheon presentation)

Deborah J. Teeter (Forum Vice Chair)
Director of Institutional Research and Planning
University of Kansas

James R. Montgomery
Director of Institutional Research and Planning Analysis
Virginia Polytechnic Institute and State University

Jeffrey Holmes
Director of Information
Social Science and Human Research Council of Canada

(This script of a live-ly "broadcast" from the Grand Ballroom of The Portland Hilton on May 1, 1985 is presented "au nature," a French Canadian-Southern American expression meaning don't blame the editor.)

DEBORAH TEETER:

AND NOW, FROM OUR VERY OWN RADIO W.A.I.R. (WHERE?), WE BRING YOU THE LONG AND THE SHORT OF IT, THE RIGHT AND THE WRONG OF IT, THE 25 YEARS OF IT ... FROM MONT. AND JEFF. ALL THE NEWS ... LAST!

J. DATELINE TALLAHASSEE, JULY 1960.

M. THE AIR WAS CONCEIVED TODAY, DURING A LONG LUNCH ...

J. ... OF PERSONS INTERESTED IN IN/CESTUAL RESEARCH ...

M. ... OR AT LEAST IN PUNCH.

J. THE CLOSE ENCOUNTER TOOK PLACE DURING AN INSTITUTE ON IN/TUITIONAL RESEARCH, SPONSORED BY THE SOUTHERN REGION EDUCATION BOARD AND FLORIDA STATE, BELIEVED TO BE FRONTS FOR A WELL-KNOWN SOUTHERN "FAMILY" OPERATION.

M. NOW YOU-ALL KNOW THERE'S NO SUCH THING IN THE SOUTH! ANYWAY, THIS GROUP INVITED THE OTHER FAMILIES ... ER .. I.R. TYPES FROM THE NORTHEAST, MIDWEST AND WEST TO CONVENE IN CHICAGO ...

J. ... A WELL-KNOWN "FAMILY" RESORT ...

M. ... IN 1961.

J. A REPORT JUST IN, FROM A USUALLY UNRELIABLE ADAMS, SAYS THE A.I.R. STARTED AS "A SMALL GROUP WHICH GATHERED TO MEET OLD FRIENDS, TO SHARE OLD STORIES, AND TO RECALL OLD TRIUMPHS AND DEFEATS."

INCIDENTALLY, MONTGOMERY, YOU TELL THE OLDEST STORIES AROUND. WAS IT REALLY LIKE THAT?

M. HOLMES, STICK WITH THE SCRIPT OR I'LL TELL ONE.
DATELINE, CHICAGO, MAY 1961. JOHN FOLGER, CHAIR OF THE PLANNING COMMITTEE, WELCOMES I.R. TYPES TO THE FIRST INVITATIONAL FORUM. THE

COMMITTEE, WELCOMES I.R. TYPES TO THE FIRST INVITATIONAL FORUM. THE FEE IS ZERO -- THE LAST TIME ANYTHING IN THE AIR HAS BEEN FREE. FORTY-SIX ATTEND.

J. I THOUGHT A. J. BRUMBAUGH, JOHN DALE RUSSELL AND PAUL E. DRESSEL RAN THINGS.

M. THEY WERE THE OLD TIMERS. THEY STUCK JOHN FOLGER, JOHN STECKLEIN, JOE LINS, JIMMY DOI AND OTHERS WITH THE WORK.

J. DATELINE, DEKALB, ILL., MARCH 1962. CHARLES HOWELL ATTACKS THE NATIONAL INVITATIONAL FORUM "FAMILY" GATHERING BY HOLDING AN OPEN IN/STIGATIONAL RESEARCH CONFERENCE THAT DRAWS 64. HE SAYS: "OPEN UP MEMBERSHIP, OR ELSE!"

M. DATELINE, CHICAGO, 1962. SECOND INVITATIONAL CONFERENCE MEETS. VOTES TO INVITE 200 TO A CONFERENCE IN DETROIT IN 1963.

J. CHARLES HOWELL ... THROWS IN THE TOWEL -- AFTER EXTRACTING AGREEMENT THAT ANYONE, EVEN CANADIANS, WILL BE WELCOME TO THE N.I.R.F. FORUMS.

M. FORA.

J. AS IN FORA AND FLAUNA?

M. NO. AS IN FOR A PERIOD OF FOUR YEARS, THE INFORMAL GROUP MET. IN 1963, JOE LINS EDITS FIRST FORUM PROCEEDINGS.
DATELINE, STONY BROOK, MAY 1965. STUART GROUT, PROGRAM CHAIR, CALLS ON JOHN STECKLEIN TO PRESENT A PROPOSED CONSTITUTION TO BRING INTO BEING THE ASSOCIATION FOR INSTITUTIONAL RESEARCH. THE CONSTITUTION PROPOSAL PASSES AND STECKLEIN BECOME THE FIRST PRESIDENT.

THEY SING:

OH GIVE ME THE AIR, WHERE RESEARCHERS ALL CARE
ABOUT LEARNING AND HIGH FTE'S
WHERE SELDOM IS HEARD A NON-DEVIATE WORD
WHILE PROJECTING A FACULTY FREEZE.
HAIL, STECKLEIN THE FIRST, TO LEAD US TO FORTUNE AND FAME
WHERE WE LIVE ALL THE TIME, WITH STATISTICS SUBLIME
AND RESEARCH IS THE NAME OF THE GAME.

J. DATELINE, BOSTON, MAY 1965. LEWIS MAYHEW GIVES KEYNOTE ON IMPACT OF INSTITUTIONAL RESEARCH. HE SUGGESTS THAT SHOULD READ "NON-IMPACT". SOME THINGS NEVER CHANGE.

M. MARY CORCORAN PRESENTS A PAPER ON FACULTY INPUT.

J. WAIT A MINUTE! DATELINE FORT WORTH, 1984. MARY CORCORAN WINS AWARD FOR BEST PAPER ... ON FACULTY INPUT. DID SHE GIVE THE SAME PAPER EVERY YEAR TILL THEY GAVE IN?

M. OLD RESEARCHERS NEVER LIE, THEY ONLY CORRELATE.
ALSO AT BOSTON FORUM, TOM MASON TALKS ABOUT PLANNING FACILITIES AND JOE SAUPE CHAIRS THE EDITORIAL BOARD. JOHN STECKLEIN IS STILL LOOKING FOR THE PAGE THAT DISAPPEARED FROM HIS PRESIDENTIAL ADDRESS.

J. THERE WAS A WRITE-UP ON STECKLEIN IN THE ASSN. FOR IN/SUBSTANTIAL

RESEARCH NEWSLETTER, WHOSE EDITOR WAS ...

M. SOME FELLA CALLED MONTGOMERY.

J. AND WHO WAS THE SECOND PRESIDENT.

M. SAME FELLA AS THE EDITOR OF THE NEWSLETTER. THAT'S THE POWER OF THE PRESS.

J. DATELINE 1966. GALEN DREWRY, HOST OF THE GEORGIA FORUM, SAYS THAT "WHILE HE CANNOT SPEAK HIGHLY OF THE NIGHT LIFE IN ATHENS, HE ASSURES US OF EXCELLENT ACCOMODATIONS AND GOOD FOOD."

M. HE WAS THINKING OF ATHENS, GREECE. BUT LET ME SET THE RECORD STRAIGHT. FOR A DRY COUNTRY, IT WAS THE WETTEST PLACE I EVER SAW.

J. DATELINE 1967. L. E. HULL TAKES OVER AS PRESIDENT.

M. IT'S GOOD TO HAVE A LITERARY PRESIDENT. THE DAY AFTER BEING NAMED TO HIS I.R. POSITION, HULL RECEIVES THE UNIVERSITY FINANCIAL REPORT TO REVIEW. HE RESPONDS, "I HAVE REVIEWED THE REPORT ACCORDING TO THE STRICT RULES OF MY DISCIPLINE, ENGLISH, AND FIND IT FREE OF GRAMMATICAL ERRORS."

J. DATELINE, 1967. JOE SAUPE WRITES MEMO TO A NEWCOMER.

M. NEWCOMER DOESN'T WROTE BACK. SPEAKING OF NEWCOMERS, THE ASSOCIATION NOW HAS 456 MEMBERS: 393 ARE FULL; 91 ARE ASSOCIATING WITH THEM, AND ONLY TWO ARE HONORABLE.
DATELINE 1967. STECKLEIN ANNOUNCES THE FIRST TWO AIR WORKSHOPS: FOR BATON ROUGE AND 'AT HOME' IN MINNEAPOLIS.

J. DATELINE 1968, SAN FRANCISCO. AIR DISCUSSES IN/SURMOUNTABLE RESEARCH AND ACADEMIC OUTCOMES. JOE SAUPE ELECTED PRESIDENT. CORRECTION, JOE SAUPE NAMED PRESIDENT.

M. MEANWHILE, BACK IN CHICAGO, 377 ATTEND THE FORUM ... A VAST CHANGE FROM THE 46 BACK IN '61.

J. SOME OF WHOM APPARENTLY STILL HADN'T GONE HOME.

M. SOME OF WHOM NEVER GOT A ROOM. THE CONRAD HILTON WAS OVERBOOKED AND THERE WAS NO A.I.R. AT THE INN.
DATELINE LOUISIANA 1970. LOCAL ARRANGEMENTS CHAIR JAMES W. FIRNBERG INVITES FORUM WIVES TO JOIN HIM AT BRENNAN'S FOR "A LEISURELY BREAKFAST OF DELECTABLE DISHES SERVED AMIDST REFRESHING BREEZES FROM PALMETTO FANS AND THE DELIGHTFUL AROMA OF MAGNOLIA BLOSSOMS."

J. AN ANALYSIS OF RESPONSES TO FIRNBERG'S INVITATION, SENT VIA THE HUSBANDS, SHOWS THE FOLLOWING BREAKDOWN:

1. WHY SHOULD MY WIFE HAVE ALL THE FUN	73%
2. I WOULDN'T TRUST YOU WITH MY WIFE IN A SNOWSTORM IN MINNESOTA	69%
3. MY WIFE CAN'T COME BUT I'LL SEND MY MOTHER IN LAW	1%

RESPONSES TOTAL MORE THAN 100% BECAUSE -- SOME FELLAS HAVE SEVERAL WIVES. A TOTAL OF 207 SINGLE OR UNACCOMPANIED MEN ASK TO GO TO

BREAKFAST WITH THE WIVES AND 37 BEG TO HAVE BREAKFAST WITH MRS. FIRNBERG.

M. DATELINE, THE NORTH, 1970. CANADIAN MEMBERS ARE IN PROCESS OF ORGANIZING THEMSELVES WITHIN THE FRAMEWORK OF A.I.R. (THIS IS BELIEVED TO BE THE FIRST TIME ANY GROUP OF CANADIANS HAS EVER ORGANIZED ITSELF FOR ANYTHING ... FRAMED OR NOT.) THE NEW YORK STATE FAMILY REPORTS THAT IT EVEN HAS A SMALL BANK ACCOUNT.

J. WITH LAUNDERED MONEY?

M. MEANWHILE, IN MICHIGAN, THE BIG 10 AND THE UNIVERSITY OF CHICAGO COME TOGETHER TO FORM THE GROUP OF ELEVEN ... HAVING JUST LEARNED TO COUNT BEYOND 10.

J. DATELINE, NEW ORLEANS, 1970. PRESIDENT TOM MASON, IN A STIRRING PRESIDENTIAL ADDRESS ...

M. ... SETS A WORLD RECORD FOR BREVITY.

J. WHILE ELSEWHERE IN NEW ORLEANS, SIDNEY SUSLOW IS ELECTED PRESIDENT AT TODAY'S ANNUAL BUSINESS MEETING.

M. HE WAS THE ONLY PERSON PRESENT. ALL THE REST WERE HAVING BREAKFAST WITH ONE OR THE OTHER OF THE FIRNBERGS.

J. DATELINE DENVER, MAY 1971. DEMOCRACY REARS ITS UGLY HEAD WITH THE ELECTION OF THE EXECUTIVE DURING THE FORUM. PREVIOUSLY, THE EXECUTIVE HAD BEEN APPOINTED BY THE WELL-KNOWN SOUTHERN FAMILY AND IT IS ...

M. YES, BUT WITH PERRY, SUTTON AND LELONG AS THE NEXT THREE PRESIDENTS, WE DID JUST AS BAD AS BEFORE THE NEW ELECTION PROCEDURE.

J. MONTGOMERY! STICK WITH THE SCRIPT!
DATALINE, 1971. THE RECOMMENDATIONS OF THE AD HOC COMMITTEE ON ACCESS TO FEDERAL DATA ARE PUBLISHED IN THE NEWSLETTER.

M. THEY ARE UNREADABLE. BUT CHAIR CHARLES I. BROWN WILL TELL YOU THE TRUTH IF YOU BUY HIM A DRINK.

J. CHARLIE'LL TELL YOU ANYTHING IF YOU BUY HIM A DRINK.

M. HOLMES ... GET ON THE DAMNED SCRIPT!

J. DATELINE VANCOUVER. SHOCK WAVES SPREAD THROUGH THE IN/SUPPORTABLE RESEARCH WORLD TODAY AS IT IS ANNOUNCED THAT THE A.I.R. WILL HOLD ITS 1973 FORUM IN THIS FAR-FLUNG SEAPORT, BELIEVED TO BE IN CANADA, A COUNTRY TO THE NORTH. FOR THOSE FACING OUT-OF-COUNTRY TRAVEL RESTRICTIONS FOR THE FIRST TIME IN THEIR CAREERS, THE NEWSLETTER ISSUES EMERGENCY TRAVEL INSTRUCTIONS:

M. WHOOPEE! "JOIN THE CHARTER IN CHICAGO, BALE OUT OVER BELLINGHAM AND FLY THE REST OF THE WAY ON YOUR OWN." THE FLIGHT ATTENDANTS CALM NERVES BY PASSING OUT MINIATURES TWO AT A TIME AND PASSENGERS ARE FLYING FROM THE START. NEVER IN THE GLORIOUS HISTORY OF AVIATION HAVE SO MANY BEEN SO HIGH FOR SO LONG. OR SO A.I.R.SICK AFTERWARDS.

J. HIGH, HIGH IN A PLANE ... (SINGS. M. CUTS OFF HASTILY.)

M. DATELINE VANCOUVER, MAY 1973. PRESIDENTIAL ADDRESS DELIVERER JOSEPH SUTTON, COMMENTING ON THE THEME OF TOMORROW'S IMPERATIVES TODAY, NOTES THAT ALABAMA WILL DEAL WITH YESTERDAY'S IMPERATIVES TOMORROW. HE EXTOLS THE LEVEL-HEADED APPROACH ... WHICH MEANS, IN ALABAMA, THAT THE TOBACCO JUICE RUNS EVENLY OUT OF EACH SIDE OF YOUR MOUTH.

J. SOMEWHERE OVER VANCOUVER. CHARTER PASSENGERS STILL CIRCLING REJOIN THE PLANE AS IT WOBBLES BACK EAST.

M. DATELINE SAN FRANCISCO. SIDNEY SUSLOW AND PAUL JEDAMUS LAUNCH THE NEW DIRECTIONS IN INSTITUTIONAL RESEARCH SERIES, IN COOPERATION WITH A.I.R. FIRST FOUR ISSUES EDITED BY HOWARD R. BOWEN, JAMES I. DOI, LINEY SILLS AND SAMUEL BASKIN. THE SECOND ISSUE, ASSESSING FACULTY EFFORT, IS SUBTITLED "THE IMPOSSIBLE DREAM."

J. DATELINE WASHINGTON, D. C., 1974. ED JORDAN AND HIS LOCAL ARRANGERS PREPARE AN UPSIDE-DOWN WELCOME FOR THE DELEGATES. PRESIDENT DONALD C. LELONG ANNOUNCES THE HIRING OF A.I.R.'S FIRST SECRETARY ... JEAN CHULAK.

M. IF THE CHULAK FITS, HIRE IT. AS A MOTHER WHO RAISED SIX CHILDREN, CHULAK IS EXPECTED TO BE ABLE TO HANDLE MOST A.I.R. MEMBERS. ONE OUT-OF-CONTROL CANADIAN SEIZES THE MICROPHONE AT THE END OF THE BREAKFAST AND, THROUGH A HAIL OF GRAPEFRUIT RINDS AND HARD BISCUITS, RECITES SHAKESP/AIR UNTIL PRESIDENT LELONG COURAGEOUSLY HURLS HIM BACK INTO HIS SEAT.

J. (BITTERLY) FOUR LINES AHEAD OF CUE. HE CAN'T STAY ON THE SCRIPT, EITHER.

M. BUT THE MOST COURAGEOUS WAS PROGRAM CHAIR LOIS TORRENCE, WHO THUS LAUNCHED JEFF HOLMES ON THE FIRST OF MANY FORAYS INTO THE SUBLIME AND THE STATISCULOUS. AS PUNISHMENT, TORRENCE IS ELECTED A.I.R.'S FIRST FEMALE PRESIDENT.

J. RESEARCHERS BARRY MORSTAIN AND JOHN SMART PUBLISH A STUDY OF SELECTED CHARACTERISTICS OF A.I.R. MEMBERS. MOST ARE UNPRINTABLE, EVEN WHEN EXTRAPOLATED AND SEASONALLY ADJUSTED; BUT THERE IS ONE EXCELLENT ANALYSIS OF RESEARCHERS BROKEN DOWN BY SEX.

M. SURPRISINGLY FEW. ALCOHOL SEEMS TO BE MORE OF A PROBLEM.
DATELINE TALLAHASSEE. JEAN CHULAK IS SETTLING IN QUICKLY AT THE NEW A.I.R. OFFICES IN THIS SOUTHERN METROPOLICE. WITH THE HELP OF A.I.R.-F.S.U. LIAISON CRAIG JOHNSON.

J. (SINGS) AIRFSU KNEW JOHNSON LIKE I KNOW JOHNSON ... INCIDENTALLY, BEFORE JOINING A.I.R., CHULAK WAS WITH THE COMMON CAUSE ORGANIZATION.

M. SOUNDS LIKE A HIGH-CLASS VERSION OF CHUCK THOMAS'S OPERATION. MEANWHILE, IN A SHOCKING DEVELOPMENT, NEWLY ELECTED A.I.R. PRESIDENT TORRENCE HAS BEEN ASKED TO LEAVE AMERICAN UNIVERSITY BECAUSE OF UNAMERICAN (I.E. A.I.R.) ACTIVITIES. SHE IS REPORTED SEEKING ASYLUM IN CONNECTICUT.

J. IT'S A GOOD PLACE TO SEEK ONE.
DATELINE ST. LOUIS. ORGANIZERS OF THE 1975 FORUM GO AHEAD WITH

PLANS FOR A BOAT-RIDE, ALTHOUGH SOME MEMBERS ARE STILL MISSING AFTER THE VANCOUVER HARBOUR TOUR.

M. MORAL -- ER, MORALE -- IS VERY LOW IN THE ASSOCIATION. HAVING ELECTED ITS FIRST WOMAN PRESIDENT LAST YEAR, A.I.R. IS COMMITTED TO A CANADIAN THIS YEAR.

J. BERNIE SHEEHAN IS SEEN WALKING THE SHADOW OF THE ST. LOUIS 'GATEWAY TO THE WEST,' TRYING TO DECIDE WHICH SIDE OF THE ICLM HE IS ON.
DATELINE MONTREAL. THE ELECTION OF A CANADIAN PRESIDENT HAS BEEN FOLLOWED BY THE APPEARANCE IN THE NEWSLETTER OF A CANADIAN COLUMN.

M. WHICH IS SOMETHING LIKE A FIFTH COLUMN, ONLY MORE GIVEN TO INFILTRATION.
DATELINE LOS ANGELES. TO CELEBRATE BICENTENNIAL, WE HAVE THE ELECTION OF AN AMERICAN MALE, JAMES MAGNOLIA FIRNBERG, TO THE PRESIDENCY. HE DIRECTS THE PUBLICATIONS BOARD TO MERGE WITH EDITOR CHARLES ELTON'S RESEARCH IN HIGHER EDUCATION. THIS NEW PUBLISHING OUTLET ALLOWS JOHN MUFFO AND ERNEST PASCARELLA TO WRITE FOR EACH OTHER.

J. NO ONE ELSE UNDERSTANDS THEM.

M. AND PERRY BECOMES EDITOR OF THE NEW AIR PROFESSIONAL FILE.
DATELINE TALLAHASSEE, FALL 1976. A.I.R. MEMBERSHIP PASSES 1,200 MARK, WITH A 25% INCREASE IN ONE YEAR. TEXAS, THE SINGLE STAT. STATE, GOES FROM 15 TO 47 IN FOUR YEARS.

J. THEY'RE LETTING ANYONE IN THESE DAYS.

M. DATELINE CALIFORNIA, MAY 1967. SIDNEY SUSLOW DIED TODAY. WORD IS THAT ST. PETER IS INTRODUCING WHICH SIDE OF THE ICLM? AS THE NEW SELECTION DEVICE FOR PEARLY GATE APPLICANTS.

J. DATELINE MONTREAL. SURVIVORS OF THE WASHINGTON-MONTREAL TRAIN TREK ARE BEING TREATED FOR SHOCK, EXPOSURE (OF VARIOUS KINDS) AND ALCOHOLISM THIS AFTERNOON AT MONTREAL'S POSH MERIDIEN HOTEL.

M. VIVE LA DIFFERENCE (LONG LIVE STANDARD DEVIATION) IS THE KEYNOTE IN MONTREAL, WHERE MEMBERS WITNESS A LIVE DEMONSTRATION OF THE PRINCIPLE: LET CRAIG JOHNSON BUY A BOTTLE OF CHEAP WINE AND WARREN GULKO A BOTTLE OF THE MOST EXPENSIVE. SPEAKING OF AMTRAK DEVIATION, WE HAVE MORE DETAILS ON THAT TRAIN ODYSSEY. THE TRIP WENT WELL UNTIL THE BOOZE RAN OUT. AT THE BORDER, SOME NEAR-EMPTY WHISKEY BOTTLES WERE FOUND UNDER THE SEAT OF BOOZY BETTY TIPTON. A MOUNTIE ESCORTED HER OFF THE TRAIN TO SUBJECT HER TO SEARCHING QUESTIONS. ANOTHER PERSON WHO APPARENTLY SANG SUCCESSFULLY TO SAVE HER OWN NECK WAS MELODIE CHRISTAL. THE PROPRIETORS -- AND PROPRIETY -- PRECLUDE OUR BROADCASTING FURTHER TRAIN-TRIP TALES AND DETAILS.

J. THIS IS A "FAMILY" STATION.
DATELINE MONTREAL 1977. MEMBERS VOTE TO SET UP THE SIDNEY SUSLOW AWARD FOR THE MOST OUTSTANDING FORUM CONTRIBUTED PAPER.

M. THE SMART MONEY IS BETTING ON C. DUDLEY SALLEY TO WIN THE FIRST COMPETITION.
DATELINE URBANA-CHAMPAIGN. JOHN MUFFO LOOKS BACK AT THE MONTREAL FORUM TO IDENTIFY TWO THEMES CRUCIAL TO THE FUTURE OF INSTITUTIONAL

RESEARCH: COMMUNICATIONS AND QUESTION FORUMULATION.

J. HE EMPHASIZES THAT IR MUST SHIFT TO AN ACTIVE, PLANNING APPROACH TO DATA, FROM ITS REACTIVE, "FIRE EXTINGUISHER" APPROACH.

M. (EAGER) DID I EVER TELL YOU ABOUT THE ZEKE AND THE FIRE AT THE STONY POINT OIL WELL?

J. MONTGOMERY!!!

M. (SULKING) DATELINE MINNESOTA. JOHN STECKLEIN IS AWARDED EXTINGUISHED .. ER .. DISTINGUISHED MEMBERSHIP STATUS. HE JOINS BRUMBAUGH, RUSSELL, HOWELL AND WEST.

J. DATELINE HOUSTON. F. CRAIG JOHNSON WILL BE THE LAST PERSON TO COMBINE, IN ONE CRAIGY BODY, THE VICE PRESIDENT AND FORUM CHAIR. OUTGOING PRESIDENT WARREN GULKO TELLS THE FORUM THAT VICE AND CHAIRS DON'T MIX. HE ALSO MAKES SLIGHTING REMARKS ABOUT OLD BOYS AND OLD GIRLS ...

M. THEREBY CREATING THE OLD BOY/OLD GIRL CLUB OF PAST PRESIDENTS. THEY MEET ANNUALLY AT BREAKFAST TO "TALK, EAT, DRINK, LIE, FABRICATE, EAT, EVADE, DRINK, PLOT, EAT, DISTORT, DRINK, QUIBBLE, EAT, DISPUTE, EAT, MISLEAD, DRINK, TALK, DECEIVE, EAT, LIBEL, DRINK, PERJURE, EAT, DRINK, ETC."

J. DATELINE HOUSTON. THE A.I.R. DRANK THE RODEO DRY TONIGHT, FOR THE FIRST TIME IN ITS HISTORY. CHULAK IS ALMOST RUN OUT OF TOWN FOR THROWING WILD BUT FIRNBERG COMES THROUGH WHEN THE CHIPS ARE DOWN. (SINGS) WHEN THE COW-CHIPS ARE DOWN ...

M. (CUTS OFF) DATELINE SAN DIEGO. OUTGOING PRESIDENT ROBERT WALLHAUS TELLS THE FORUM THAT INSTITUTIONAL RESEARCHERS ARE NOT CAPTAINS OF THEIR OWN DESTINIES. (IN MY OUTFIT, SOME OF THIS CROWD COULDN'T MAKE CORPORAL!) HE REMINDS A.I.R. OF THE EARLY DAYS, WHEN THE PROBLEMS WERE THOSE OF GROWTH. MEMBERS GO ON A TRAIN TRIP TO THE ZOO, BUT SOME TURN FRIGID AFTER THE SUN GOES DOWN.

J. (IT WAS JUST THE OPPOSITE ON THE WASHINGTON-MONTREAL TRIP.) DATELINE SAN DIEGO, 1979. CHARLES I. BROWN AND GUSTAV G. FROELICH ARE PRESENTED WITH THE FIRST A.I.R. OUSTANDING SERVICE AWARDS. FROELICH IS DESCRIBED AS "ONE OF THE FOREFATHERS OF THE A.I.R."

M. THE OTHER THREE HAVEN'T BEEN FOUND. MORE THAN 800 ATTEND ... AT LEAST THREE RUN IN THE MINI-MAIRATHON.

J. DATELINE ATLANTA 1980. FORUM TITLE REDIRECTION OF RESOURCES FOR RENEWAL ASSUMES RESOURCES TO REDIRECT. THIS OPTIMISM DESTROYED BY E. C. ZEEMAN, WHO PRESENTS HIS CATASTROPHE THEORY TO IN/DIGESTIBLE RESEARCH. IT IS REPORTED ONLY THREE PEOPLE UNDERSTAND: GERRY MCLAUGHLIN, PAT TERENZINI AND STEFAN BLOOMFIELD. THERE IS A NAGGING QUESTION ABOUT TWO OF THOSE THREE.

M. THERE'S ALWAYS A NAGGING QUESTION ABOUT MCLAUGHLIN.

J. SCRIPT!

M. DATELINE ATLANTA. A COMMITTEE OF CO-RESPONDENTS HAS BEEN SET UP TO

ADDRESS THE NEEDS OF NON-NORTH AMERICAN INSTITUTIONAL RESEARCHERS. THE FINE FRENCH HAND OF CHARLES BELANGER IS SEEN IN THIS PLAN.

J. DATELINE MINI-ST. PAULA 1981. RETIRING PRESIDENT GEORGE BEATTY SOFT-SOAPS DELEGATES WITH A GOOD CLEAN CLOTHING .. ER .. CLOSING ADDRESS.

M. DATELINE MINNEAPOLIS. ADRIAN HARRIS DID NOT, WE REPEAT, NOT, CRITICIZE THE BUDGET TODAY AT THE ANNUAL BUSINESS MEETING OF THE A.I.R. MEANWHILE, IN VANCOUVER, WILLIAM J. TETLOW HAS BEEN ASKED TO LEAVE CANADA IN THE WAKE OF HIS ELECTION TO A.I.R.'S HIGHEST OFFICE. OUR LISTENERS WILL BOTH REMEMBER THAT LOIS TORRENCE SUFFERED A SIMILAR FATE FOR A SIMILAR REASON.

J. DATELINE DENVER. LIZ, THE LADY WHO NEVER KNOWS WHEN TO STOP, OUTFOXES AN AVALANCHE IN WINTER PARK BY RUNNING UP TO IT. POLICE ARE LOOKING FOR HER THREE MILES BEYOND THE FINISH LINE OF ANY RACE, ANYWHERE.

M. DATELINE DENVER. BILL LASHER AND SAM ADAMS LAUNCH A TWO-YEAR STUDY OF THE FUTURE OF THE ASSOCIATION -- ALWAYS ASSUMING IT HAS ONE. THE COMMISSION TO RE-POSSESS A.I.R. HAS THE ACRONYM CRAPOA, BUT WILL BE KNOWN AS THE A.I.R.-NAVEL-THINK TANK.

J. DATELINE TORONTO, SOMEWHERE IN CANADA, 1983. OUTGOING PRESIDENT BILL LASHER IS LED IN BY A PIPER TO OPEN THE FORUM, BUT REFUSES TO WEAR A KILT.

M. FOR REASONS WHICH HE DIDN'T WANT TO BECOME OBVIOUS.

J. DATELINE TORONTO. LATE NEWS. BOB WALLFLOWER DANCES ALL NIGHT FOR A PENNY IN THE MUSEUM.
DATELINE THE NETHERLANDS. THE EUROPEAN A.I.R. MEETS TO DISCUSS THE UNIVERSITY AS AN OPEN SYSTEM -- A DANGEROUS COUNTRY TO DISCUSS OPEN SYSTEMS.

M. DATELINE FORT WORTH. PRESIDENT SAM ADAMS BRINGS NEW BRIDE BETTY TO THE FORUM. MEMBERS ARE SHOCKED TO SEE HOW DIGNIFIED HE HAS BECOME IN ONLY ONE YEAR. LESS DIGNIFIED "HOT LIPS" PEGGY MOORE HAS BEEN OFFERED A THREE-YEAR SINGING CONTRACT BY THE LONE STAR CHILI PARLOR. AND DON NORRIS WAS LAST SEEN UNDER A NON-STATISTICAL TABLE AT BILLIE BOB'S BAR. (REMEMBER NORRIS, FROM LAST YEAR, THE MONTGOMERY FAMILY NEITHER FORGIVES NOR FORGETS!)

J. THE SCRIPT! THE SCRIPT! THE SCRIPT!
DATELINE FORT WORTH. BERNARD YANCEY GIVES ONLY FOUR PAPERS AT THIS YEAR'S FORUM. DEVASTATED MEMBERS SEEK AN EXPLANATION.

M. WE HAVE JUST LEARNED THAT HE WAS ATTENDING ANOTHER CONFERENCE AT THE TIME.

J. MEANWHILE, BACK IN CALIFORNIA, WERNER LENDENMANN BECOMES A.I.R.'S 21ST MEMBER EMERITUS ... AND NO ONE WHO KNOWS LINDY CAN FIGURE OUT HOW.

M. DATELINE FORT WORTH. CHEAPSKATE JERRY LUNNEY ATTENDS YET ANOTHER FORUM WITH HIS OWN BADGE AND COFFEE CUP. FELLOW MEMBERS SIGN A PETITION ASKING THAT HE WASH THE CUP BETWEEN FORUMS.

J. FORA.

M. AS IN FORA AND FLAUNA?

J. NO. AS IN FOR A LONG TIME CHEAPSKATE JERRY LUNNEY HASN'T WASHED HIS COFFEE CUP.

M. HE SHOULD TALK TO GEORGE BEATTY.

TEXTER: SCRIPT! SCRIPT! GET ON THE SCRIPT!

J. DATELINE PORTLAND. OUTGOING, BUT FAR FROM RETIRING, MARVELOUS MARV PETERSON ENDED HIS YEAR ON THE IR TREADMILL TODAY, TIRED BUT TRIUMPHANT. EVERYONE ELSE IS JUST TIRED.

TOGETHER: HAIL, HAIL A.I.R. WE WISH YOU LONG LIFE AND GREAT JOY.
YOUR NEW PRESIDENT COULDN'T PASS FOR A GENT
BUT SHE SURE IS THE REAL MCCOY.

M. GOODNIGHT, JEFF.

J. GOODNIGHT ... GODFATHER.

POST-RAMBLE TO HOLMES SOLO PRESENTATION

USUALLY I RUN OFF AND HIDE AFTER THESE PRESENTATIONS, BUT I AM FORCED TODAY TO SAY JUST A FEW WORDS ON BEHALF OF AN ABSENT FOE. SOME OF YOU MAY HAVE NOTICED THAT I WAS PLAYING TWO PARTS JUST NOW. THAT'S THE WAY MONTGOMERY AND I WROTE IT. I EVEN DROVE TO WASHINGTON IN FEBRUARY SO WE COULD RE-WRITE AND REHEARSE. THEN HE HAS THE NERVE TO PHONE TO TELL ME HE WOULDN'T BE HERE BECAUSE OF A LITTLE AIRLOCK IN A FUEL LINE.

IT WAS MONTGOMERY, HANDICAPPED AND ABETTED BY LOIS TORRENCE, WHO FORCED ME INTO THE FIRST OF THESE PRESENTATIONS, A DECADE AGO. WE'VE BEEN FIGHTING EVER SINCE.

THE QUESTION IS: WAS ARRANGING AN AIRCRAFT ACCIDENT A LAST ATTEMPT BY HOLMES TO GET AT MONTGOMERY? OR WAS STICKING ME WITH HIS PART <u>TOO</u> A LAST ATTEMPT BY MONTGOMERY TO GET AT HOLMES?

I'D LIKE YOUR APPROVAL TO SEND JIM A TELEGRAM SAYING:

YOU WERE GREAT ... GODFATHER. THE 25TH FORUM.

A NOTE ON AIR PUBLICATIONS

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In addition, featured sessions from each annual Forum are reviewed for publication in a special publication such as this. Those not published usually are available on cassette tapes or through the ERIC microfiche system.

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